

DOCUMENT RESUME

ED 405 376

TM 026 231

AUTHOR Shirley, Linda J.
TITLE Pocket Guide to Multiple Intelligences.
INSTITUTION National Dropout Prevention Center, Clemson, SC.
PUB DATE 96
NOTE 19p.
AVAILABLE FROM National Dropout Prevention Center, Clemson University, 205 Martin Street, Clemson, SC 29634-0726 (single copies and bulk orders of 25).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cognitive Processes; Elementary Secondary Education; *Intelligence; Interpersonal Competence; Kinesthetic Perception; Linguistic Competence; Mathematical Aptitude; Music; *Talent; *Teaching Methods; *Verbal Ability; Visual Perception
IDENTIFIERS *Gardner (Howard); Intrapersonal Skills; *Multiple Intelligences

ABSTRACT

Howard Gardner's theory of multiple intelligences (1983) suggests that human cognitive competence is best described as a set of abilities, talents, or mental skills. All human beings possess each of these intelligences to some extent, but individuals differ in the levels of development and nature of their combination. The seven intelligences identified by Gardner are: verbal/linguistic, logical/mathematical, musical, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal. Applying this theory to teaching allows previously unrecognized talents and abilities related to all of these intelligences to be developed. The theory does not imply that every concept or skill needs to be taught in seven different ways, but it encourages teachers to incorporate a variety of activities into a lesson or unit. If teachers show students that there are different ways of learning by building on all of these intelligences, students find new and creative ways to learn. Each of these intelligences is reviewed, with a discussion of characteristic strengths, the application of the type of intelligence, sample assessment tools, and sample career options. (Contains 1 figure and 13 references.) (SLD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 405 376

Pocket Guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

to MARTY DUCKENFIELD

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Multiple Intelligences

TM 026231

BEST COPY AVAILABLE

Pocket Guide to Multiple Intelligences

by

Linda J. Shirley

© 1996, National Dropout Prevention Center. *Pocket Guide to Multiple Intelligences* was written by Linda J. Shirley and designed and formatted by Peg Chrestman. For copies, contact the National Dropout Prevention Center, Clemson University, 205 Martin Street, Clemson, SC 29634-0726, (864) 656-2599. Single copies and bulk orders of 25 are available.

PREFACE

Under the leadership of researcher Dr. Howard Gardner, Harvard University's Project Zero was begun in 1979 to investigate human potential. It was from this project that Dr. Gardner developed the Theory of Multiple Intelligences described in his 1983 book, *Frames of Mind*. Gardner defines an intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings." Gardner believes that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills which he calls intelligences. All normal human beings possess each of these intelligences to some extent; however, individuals differ in the levels of development and nature of their combination.

The seven intelligences identified by Dr. Gardner are: verbal/linguistic, logical/mathematical, musical, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal.

Traditional teaching tends to recognize and reward those students who show strengths in verbal/linguistic and logical/mathematical intelligences. Students weak in these intelligences are often identified as slow learners or educationally at risk; however, when concepts are presented through the intelligences in which they are strong, they are as capable of learning as their traditionally successful peers. In addition, by applying this theory to teaching, previously unrecognized talents and abilities related to the other intelligences can be developed.

The theory does not imply that every concept, skill, or idea needs to be taught in seven different ways. In fact, most activities easily integrate one or more of the intelligences. However, it encourages teachers to incorporate a variety of activities within a lesson, a unit, and throughout the semester so that all students, but especially those who are at risk, have increased chances for school success. When educators show students that there are different ways of learning by building upon all of the intelligences, students find new and creative ways to solve problems, achieve success, and become lifelong learners.



MAIN IDEAS FROM THE THEORY OF MULTIPLE INTELLIGENCES

1. **Every person has all seven intelligences.** Even though each person has all seven intelligences, they are developed in varying degrees of functioning in each individual. Most people have some intelligences that are highly developed, others that are moderately developed, and still others relatively underdeveloped.
2. **Most people can develop each of the seven intelligences to a level of competency.** Barring disease and injury, it is believed that given adequate and appropriate encouragement, enrichment, and instruction, all seven intelligences can be developed to a level of competency in all human beings.
3. **Intelligences tend to work together in complex ways.** Intelligences rarely work in isolation but usually interact with each other. For the purpose of studying MI Theory, the intelligences have been singled out in order to examine their distinct features, but in reality they perform in an integrated process.
4. **There are many ways to be smart within each intelligence.** Each intelligence offers a range and variety of ways for persons to excel. For example, a person with a high degree of logical/mathematical intelligence may struggle with calculus but be extremely proficient in the logic required for computer programming. Another person may be illiterate yet be considered highly verbal because of his/her use of the oral language and storytelling ability.
5. **Each intelligence meets eight criteria identified by Dr. Howard Gardner.** More than seven intelligences may be discovered as further study is conducted. However, these original seven intelligences all share common characteristics: the potential of isolation by brain damage; the occurrence of savants, prodigies, and other exceptional people; a distinctive developmental history with a set of end-state performances; an evolutionary history that can be traced; support from psychometric findings; support from experimental psychological tasks; a core or set of operations; and the potential for encoding in a symbol system.



2

VERBAL/LINGUISTIC INTELLIGENCE

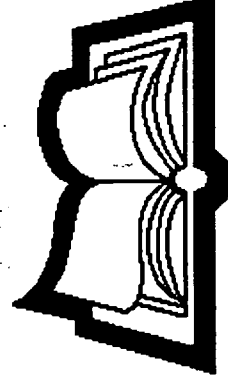
General Description. The verbal/linguistic intelligence focuses on the ability to use both oral and written language fluently. People strong in this intelligence are able to manipulate the structure, sounds, and semantics of language with ease and comfort. This sensitivity to language, meanings, and the relationships among words enable the verbal/linguistic intelligent person to communicate effectively.

Characteristic Strengths. People who are strong in verbal/linguistic intelligence think in words. They love reading, writing, telling stories, and playing word games.

Application. In the classroom or other learning environment, students strong in verbal/linguistic intelligence need activities which involve books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, and stories to make their learning come alive. In other words, if a "word smart" student is asked to read about it, write about it, talk about it, or listen to it, the student will have a greater chance to experience success in the learning process through a language-rich environment. *Read about it, write about it, and talk about it* are instructional strategies that the student strong in the verbal/linguistic intelligence finds interesting.

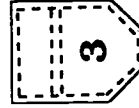
Sample Career Options

- author
- librarian
- radio/television personality
- journalist
- speech pathologist
- speaker
- attorney
- actor/actress
- salesperson
- teacher
- politician
- religious leader



Sample Assessment Tools

- interviews
- essays
- debates



3

LOGICAL/MATHEMATICAL INTELLIGENCE

General Description. The logical/mathematical intelligence is the ability to use abstract thought, precision, deductive/inductive reasoning, counting, organization, and logical structure. The person strong in this intelligence is able to solve abstract problems and understands complex relationships found in mathematics and in the scientific process.

Characteristic Strengths. People who are strong in logical/mathematical intelligence think by reasoning. They like experimenting, figuring things out logically, questioning, calculating, predicting, and estimating. They enjoy exploring things in the classroom as they think about them.

Application. A classroom or other learning environment with plenty of opportunities for students to use manipulatives and go on field trips will challenge and excite the learner who is strong in the logical/mathematical intelligence. Phrases such as *compare and/or contrast these, quantify this, conceptualize this, and figure this out*, peak the interest of the students strong in the logical/mathematical intelligence.

$$A^2(B)=C$$

Sample Assessment Tools

- observation checklist
- T-charts
- statistical graph

Sample Career Options

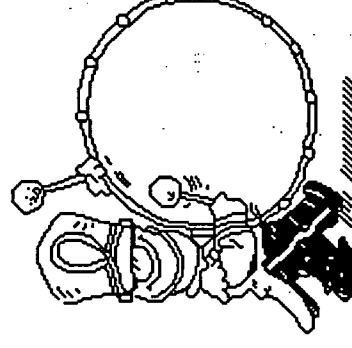
- engineer
- mathematician
- physicist
- inventor
- banker
- computer programmer
- purchasing agent
- underwriter
- accountant
- auditor
- bookkeeper
- technician

MUSICAL INTELLIGENCE

General Description. The musical intelligence is evident by sensitivity to pitch, rhythm, timbre, tone, color, and the emotional power and complex organization of music and the sounds in one's environment. The person strong in this intelligence has the ability to perceive, discriminate, express, and transform all aspects of music and environmental sounds.

Characteristic Strengths. People who are strong in musical intelligence think in rhythms and melodies. They make vital links and connections for learning through singing, whistling, tapping their feet and/or hands, listening, and humming.

Application. A classroom or other learning environment that engages students in sing-along time, makes trips to concerts, offers opportunities for playing musical instruments, and plays music in the background is a musically enriched classroom environment. A teacher can relate well to the students strong in the musical intelligence by asking them to *sing it, rap it, listen to it*.



Sample Career Options

- disc jockey
- musician
- instrument maker
- piano tuner
- music therapist
- composer
- singer
- dancer
- sound engineer
- conductor
- choral director

Sample Assessment Tools

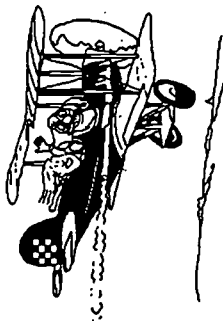
- original songs, raps
- audiotapes
- poems, cheers

VISUAL/SPATIAL INTELLIGENCE

General Description. The visual/spatial intelligence is the capacity to perceive the world in mental images—the ability to see form, color, shape, and texture in the mind's eye. Through keen observation and visual thinking, one can recreate visual experiences.

Characteristic Strengths. The visual/spatial intelligent person thinks in pictures and images. Designing, drawing, visualizing, and doodling are important tools in the development of imagination and creativity.

Application. In the visual/spatial classroom or other learning environment, one will find art materials, maps, videos, cameras, movies, slides, illustrated books, mazes, and puzzles. Phrases such as *see it, draw it, can you visualize this, and draw a mindmap explaining this*, capture the attention of the visual/spatial intelligent person.



Sample Assessment Tools

- construct a model
- Venn diagrams
- sketches

Sample Career Options

- sculptor
- sailor
- artist
- designer
- engineer
- painter
- architect
- layout editor
- photographer
- art teacher
- cartographer
- pilot

BODILY/KINESTHETIC INTELLIGENCE

General Description. The bodily/kinesthetic intelligence relies on the whole body to express ideas and feelings and the hands to produce or transform things. Physical skills that are specific to this intelligence include coordination, balance, dexterity, strength, flexibility, and speed.

Characteristic Strengths. People who are strong in this intelligence think by using body sensations such as dancing, running, jumping, building, touching, and gesturing.

Application. In the classroom or other learning environment, students strong in bodily/kinesthetic intelligence need to participate in role-playing, drama, and movement. They thrive on hands-on learning activities, physical games, and opportunities to build or make things. They respond well to instructional strategies that ask them to *build it, act it out, and touch it*. A classroom filled with manipulatives, building tools and materials, and sports equipment will enhance the bodily/kinesthetic learner.



Sample Assessment Tools

- performance
- mime
- demonstrations

Sample Career Options

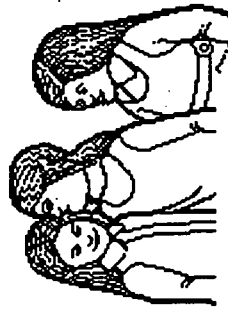
- physical therapist
- recreational worker
- farmer
- actor/actress
- carpenter
- craftsperson
- dancer
- physical education teacher
- auto mechanic
- jeweler
- athlete
- juggler

INTERPERSONAL INTELLIGENCE

General Description. The interpersonal intelligence involves the ability to perceive and discriminate the feelings, moods, intentions, and motivations of other people. People who are strong in this intelligence seem to be able to easily read other people's facial expressions, voice, and gestures and then interpret those actions with appropriate responses.

Characteristic Strengths. People who exhibit a strength in interpersonal intelligence do their best thinking by discussing ideas with others. They are the students who love cooperative learning groups because this activity allows them to bounce ideas off others. They love to lead, organize, relate, mediate, and party with others.

Application. A classroom or other learning environment that encourages students to interact through board games, cooperative learning groups, clubs, and community events will be the classroom that relates well to these students. Persons strong in interpersonal intelligence also enjoy teaching others and collaborating with others. Instructional strategies that ask students to *talk, share, cooperate, or collaborate* are effective with these learners.



Sample Assessment Tools

- group projects
- teaching a lesson
- interviews

12

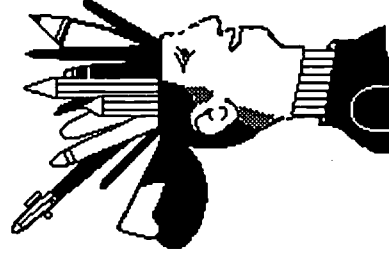
8

INTRAPERSONAL INTELLIGENCE

General Description. The ability to know oneself and to act adaptively is the mark of the person who has strong intrapersonal intelligence. This intelligence allows one to accurately assess personal strengths and weaknesses; perceive inner moods, motivations, temperaments, and desires; and practice self-discipline.

Characteristic Strengths. Persons strong in intrapersonal intelligence are reflective in their thinking. They enjoy setting personal goals, meditating, and daydreaming. Alone time for them is a must.

Application. A classroom or other learning environment that allows students to work on projects and/or assignments that permit self-pacing and choice works well for persons strong in this intelligence. They connect well to instructional strategies that relate to their own personal life, such as *recall about a time in your life when, imagine how things might be if, think about the next ten years and describe.*



Sample Assessment Tools

- journals
- open-ended statements
- personal goals charts

Sample Career Options

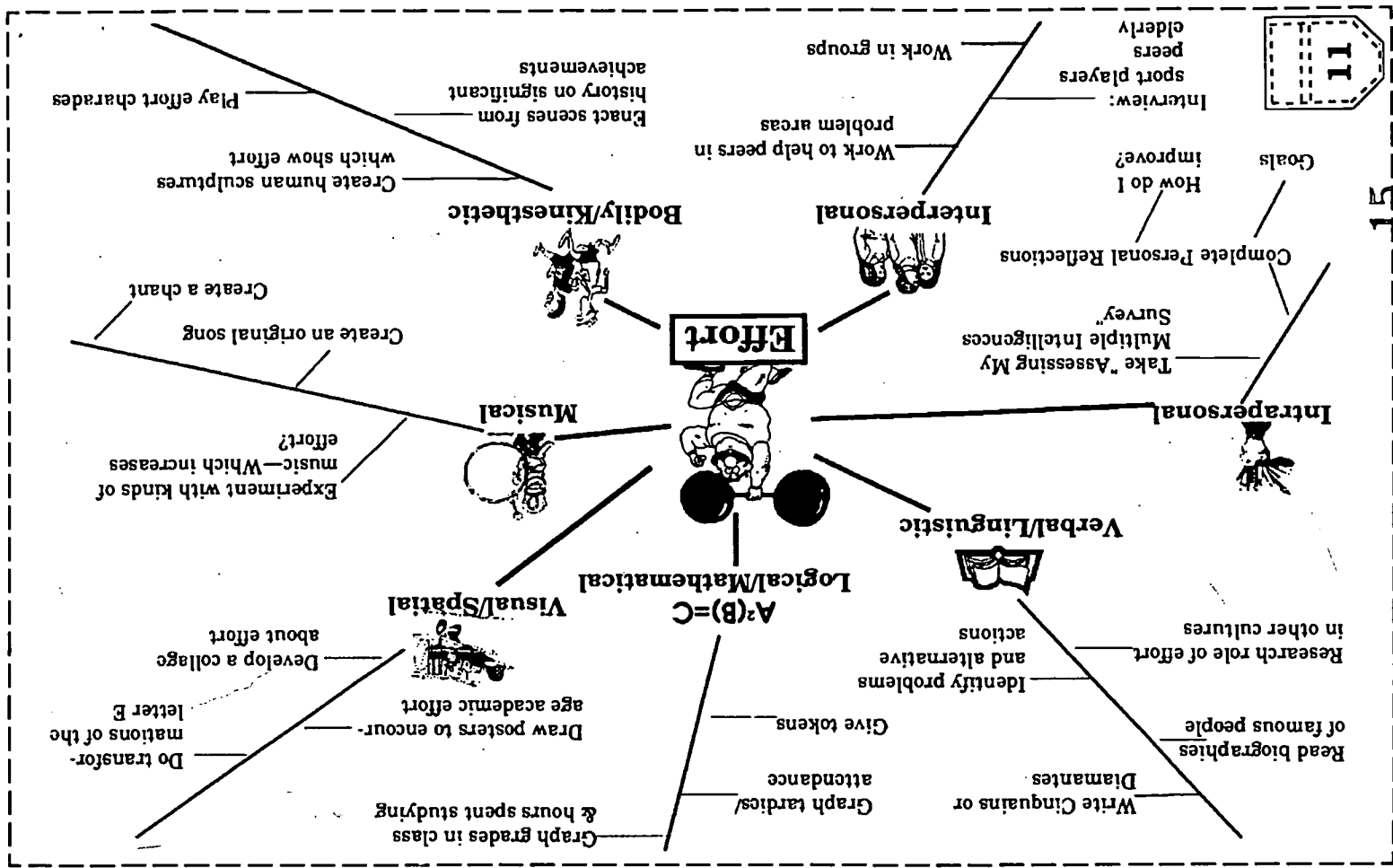
- clergyman
- counselor
- theologian
- entrepreneur
- psychology teacher
- psychologist
- researcher
- author
- inventor
- philosopher
- psychoanalyst

13

ACTIVITIES FOR INCREASING STUDENT EFFORT USING MULTIPLE INTELLIGENCES

Learners at all levels, in different subject areas, and in a variety of situations can benefit from the knowledge that *effort plays a key role in success*. This concept of effort is depicted in the mindmap on the following page. A mindmap, one of several graphic organizers (e.g., T-charts, webs, concept maps), is a technique that helps the brain make connections. It uses pictures, words, colors, and lines to help generate and recall information by focusing on the flow and function of association. The "Effort Mindmap" illustrates activities from each of the seven intelligences which can be implemented to introduce, reinforce, and deepen the learner's understanding of what effort is.

For example, in learning about effort using the verbal/linguistic intelligence, one might read biographies of famous people who have succeeded in life by exhibiting effort (i.e., George Washington Carver, Helen Keller, Abraham Lincoln, Wilma Rudolph, and others). From the perspective of intrapersonal intelligence, one could complete personal reflections stating goals and steps towards improvement of effort. Interviewing peers in the school, elderly in the family, adults in the neighborhood, or leaders in the community can provide learners with opportunities to use their interpersonal intelligence. The bodily/kinesthetic intelligence can be tapped into by asking students to form human sculptures or to act out charades which demonstrate effort. Creating original songs, chants, or raps which feature effort can reinforce the musical intelligence. Graphing student grades and hours spent in studying, then analyzing the findings, can be an excellent activity to highlight the logical/mathematical intelligence. The visual/spatial intelligent learners can develop a collage to help them recall how effort helps individuals succeed.



BENEFITS OF USING MULTIPLE INTELLIGENCES

Applying the Theory of Multiple Intelligences in any learning environment enriches the lives of both learners and leaders because it provides a wide variety of options. It also offers opportunities for students to take more responsibility for their learning and for a teacher to become a facilitator of learning rather than the sole provider of knowledge.

Benefits for Learners and Leaders

- Allows each learner to be recognized and rewarded for his/her special strengths.
- Provides opportunities for learners to develop skills and abilities in intelligences that are less developed.
- Reduces the chances of boredom because of the variety of activities that can be planned and implemented.
- Offers options for active learning to students who may have been struggling in traditional settings.
- Provides a teaching/learning methodology that works for all ages.
- Allows for students to assume responsibility for their own learning.
- Reduces the pressure on teachers and other youth leaders of being in control of all learning.

SELECTED BIBLIOGRAPHY

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bellanca, J., Chapman, C., & Swartz, E. (1994). *Multiple assessments for multiple intelligences*. Palatine, IL: IRU/Skylight Publishing, Inc.
- Berman, S. (1995). *A multiple intelligences road to a quality classroom*. Palatine, IL: IRU/Skylight Publishers, Inc.
- Caine, R. N., & Caine, G. (1991). *Making connections: Teaching and the human brain*. Menlo Park, CA: Addison-Wesley Innovative Learning Publications.
- Campbell, B. (1994). *The multiple intelligences handbook: lesson plans and more*. Stanwood, WA: Campbell & Assoc., Inc.
- Campbell, L., Campbell, B., & Dickinson, D. (1992). *Teaching and learning through multiple intelligences*. Stanwood, WA: Campbell & Associates.
- Chapman, C. (1993). *If the shoe fits . . . how to develop multiple intelligences in the classroom*. Palatine, IL: IRU/Skylight Publishing, Inc.
- Fogarty, R., & Stoehr, J. (1995). *Integrating curricula with multiple intelligences: Teams, themes, and threads*. Palatine, IL: IRU/Skylight Publishing, Inc.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: BasicBooks.
- Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York, NY: BasicBooks.
- Haggerty, B. A. (1995). *Nurturing intelligences: A guide to multiple intelligences theory and teaching*. Menlo Park, CA: Addison-Wesley Publishing Company.
- Harmin, M. (1994). *Inspiring active learning: A handbook for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lazear, D. (1991). *Seven ways of knowing: Teaching for multiple intelligences*. Palatine, IL: IRU/Skylight Publishing, Inc.

SUGGESTED RESOURCES

MI Bag—A resource kit containing a variety of hands-on activities designed to complement a teacher workshop introducing Multiple Intelligences. [National Dropout Prevention Center, Clemson University, 205 Martin Street, Clemson, SC 29634-0726; telephone 864-656-2599; FAX 864-656-0136. Price: \$95 per bag.]

- **Assessing My Multiple Intelligences**—An instrument designed for participants to quickly complete a personal assessment of their strengths in the multiple intelligences.*
- **Our Gifted Friends**—An introductory icebreaker for participants to learn about each other in relation to the seven intelligences.*
- **MI Game**—An innovative, cooperative learning game for educators to explore multiple ways of teaching any concept or skill. It is an excellent feedback tool for the workshop facilitator to monitor the participants' understanding and application of the Theory of Multiple Intelligences.*
- **MI Bingo**—Using a familiar game format, this activity provides opportunities for faculty to interact with each other in order to discover the creative teaching lessons already being used in the classroom.*
- Twenty-five (25) copies of the *Pocket Guide to Multiple Intelligences*.

* NOTE: Permission is granted to the purchaser to reproduce this resource.

Common Miracles: The New American Revolution in Learning—This hour-long video reveals how students are able to uncover their special strengths and become eager learners. [Skylight Training and Publishing, Inc., 800-348-4474. Price: \$19.98 + S&H]

The Multiple Intelligences Series—This series of videotapes and books introduces the Theory of Multiple Intelligences and shows how teachers or youth leaders can create more opportunities for learning by identifying and nurturing the intelligences present in students. [Association for Supervision and Curriculum Development, 800-933-2723. Price: \$680 members, \$780 nonmembers]

How are Kids Smart? Multiple Intelligences in the Classroom—This teachers' version video on MI features Dr. Howard Gardner and teachers and students of the Fuller Elementary School MI program in Gloucester, MA. [National Professional Resources, Inc., 800-453-7461. Price: \$59 +\$5 S&H.]

- Discover how membership in the National Dropout Prevention Center/Network benefits your work with youth from at-risk situations!
- **Free subscription to the quarterly *National Dropout Prevention Newsletter***—Each thematic issue brings you current programs and resources that can enhance and support your dropout prevention efforts.
 - **Free subscription to *The Journal of At-Risk Issues***—This research journal provides an arena for scholars to share their research and practical applications about issues related to youth from at-risk situations.
 - **Four complimentary NDPC publications each year**—Four new publications of the Center/Network are mailed each year to members as part of their quarterly packet.
 - **Opportunities for professional publication**—There are always opportunities to publish—through the *Newsletter*, the *Journal*, or Center monographs.
 - **Discounts on NDPC publications**—Receive a 20% discount on all Center/Network publications you purchase.
 - **Toll-free hotline**—Call the Center's 800 number for technical assistance and information services.

NATIONAL DROPOUT PREVENTION CENTER/NETWORK

Membership Application (PLEASE TYPE OR PRINT WITH INK)

Individual Membership Fee: \$45/yr. (U.S. Currency)

Please check one:

_____ New Membership _____ Renewal (NDPN No. _____)

Name: _____

Position: _____

Organization: _____

Address: _____

Street and/or P. O. Box

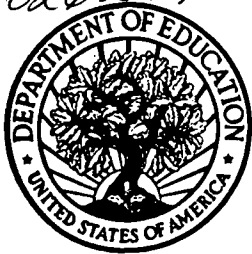
City _____ State _____ Zip _____ Telephone _____

Check or purchase order must accompany application.

Please make payable and mail to:

National Dropout Prevention Center/Network
205 Martin Street, Clemson University
Clemson, SC 29634-0726

7m 026231



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Pocket Guide to Multiple Intelligences	
Author(s): Linda Shirley	
Corporate Source: National Dropout Prevention Center	Publication Date: 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p>Sample</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>

Level 1

The sample sticker shown below will be affixed to all Level 2 documents



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY</p> <p>Sample</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>
--

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign
here→
please

Signature: Marty Duckenfield	Printed Name/Position/Title: Marty Duckenfield, Public Information Director	
Organization/Address: National Dropout Prevention Center Clemson University 205 Martin St Clemson, SC 29634-0726	Telephone: 864-656-2599	FAX: 864-656-0136
	E-Mail Address: ndpc@clemson.edu	Date: 12-4-96

or mbdck@clemson.edu

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Assessment and Evaluation
210 O'Boyle Hall
The Catholic University of America
Washington, DC 20064

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>